

THE TRAINING OF TEACHERS OF BLIND YOUTH

A REPORT OF THE
COMMITTEE ON TEACHER TRAINING

INTERNATIONAL CONFERENCE OF EDUCATORS
OF BLIND YOUTH

HANNOVER, GERMANY
AUGUST 1962

CHAIRMAN
DR. E. J. WATERHOUSE, *Director*

Perkins School for the Blind
Watertown 72, Mass.
U. S. A.



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On behalf of the Committee on Teacher Training of the International Conference of Educators of Blind Youth, the following report is submitted to the Conference scheduled to be held in Hannover, Germany, in August 1962.

The report includes a number of articles previously published in various periodicals. Thanks to the editors of these publications are due for permission to reprint.

In addition, Mr. Heisler, who is the head of the Teacher Training program at Perkins School for the Blind, has compiled summaries of teacher-training facilities in various countries.

It is hoped that this report will form the basis for helpful discussions at Hannover and for improved programs in various parts of the world.

Committee:

Dr. Edward J. Waterhouse, Chairman, U.S.A.

Dr. R. Winter, Germany

Mr. A. A. Percy, Australia

Dr. A. M. Nour, Egypt

Mr. K. C. Dassanaiké, Ceylon

Miss G. Lee Abel, U.S.A.

Mr. C. H. W. G. Anderson, Scotland

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THE UNIVERSITY OF BIRMINGHAM COURSE FOR TRAINING TEACHERS OF BLIND CHILDREN*

By MISS MYFANWY WILLIAMS, Dip. Ed. Psych., Dip.,

College of Teachers of the Blind and

Tutor-in-charge of Course for Teachers of the Blind

The University of Birmingham, in England, offers a course of one session for preparing teachers of blind children. The course, which extends from the last week of September to mid-July, leads to the award of a Supplementary Certificate for Teachers of Blind Children.

Candidates for admission to the course must be qualified teachers, and it is strongly recommended that they shall have had at least two years' teaching experience with normal children. In addition, it is thought desirable, although it is not mandatory, that they shall also have had some teaching experience in a school for blind children.

The aim of the course is to give practice in the art of teaching blind children and to afford opportunity for a scientific study of their education. Since it is not possible to study education of the blind in isolation, due consideration is given to the areas of educational psychology, social psychology, and child development. In brief, there are two aspects to the course: one includes a study of the needs and characteristics of normal children, while the other emphasizes the special needs of blind children and the significance of these needs for educational methods.

The course in Educational Psychology consists of lectures and discussions on the theories of learning and their applications to classroom situations. Attention is given to the processes of perception, imagery, concept formation, retentivity, thinking, problem-solving and school records. Experimental work is undertaken concurrently with the lectures, which are linked with various research projects in the department of education.

The course in Child Development includes lectures, films and visits to nursery, primary and secondary schools.

Two series of lectures form a bridge, as it were, between the general and particular aspects of the course. The one deals with personality development and deviations that may occur, while the other presents the educational provisions existing for blind children.

The subjects covered in this first series include the concept of normality, the understanding of personality problems, psychological processes of adjustment, and the common maladjustments of childhood and adolescence. There is, in addition, a survey made of the work of child guidance centres and clinics.

The second series emphasizes the problems of handicapped children in general and ways of promoting their personal and social adjustments. Lectures in this area are provided by headmasters and others who have knowledge and experience in at least one area of handicap. Such lectures have a high practical value, presenting as they do a picture of the community and educational activities within the various schools. Each of these lectures is followed by a visit to one or more schools catering to the particular handicap under discussion. Such schools include those for the blind, the partially sighted, the deaf, the physically handicapped, the mentally handicapped, and the maladjusted.

* Reprinted from *The International Journal for the Education of the Blind*, March 1961.

The part of the course bearing directly upon the education of blind children has both a theoretic and a practical aspect. Students spend the first week of the course at various schools for blind children. It is at this time that observation is directed towards the study of the child, rather than techniques and methods of instruction. Students then embark upon their work at the University with a high degree of enthusiasm as a result of this initial, vital experience.

A series of lectures on the psychology of blindness includes the consideration of sensory perception, the substitution of the senses, differences between touch and sight, touch discrimination, the kinaesthetic sense, and obstacle perception. These lectures are linked as closely as possible with current research, and students are encouraged to carry out small enquiries.

Another series of lectures considers the intellectual and emotional development of the blind child. Attention is given to a consideration of his needs at subsequent phases of childhood and to the need for preparing him for successful adjustment to living in a sighted community.

A portion of the course is devoted to a study of intelligence tests and testing for the blind. This includes a study of the historical development of testing for this group, with particular emphasis on the contributions of the late Dr. S. P. Hayes in American schools for the blind. The aim is to teach the students to interpret and use the test information supplied in case records, and to provide them with knowledge concerning the administration of these and other tests of assessment. Test demonstrations, using the WILLIAMS INTELLIGENCE TEST for Children with Defective Vision, are presented and the results interpreted.

The topics dealing with the education of blind children are presented by a large number of visiting lecturers. Included are various teacher specialists who provide information on methodology, and an ophthalmologist who discusses the medical aspects of blindness.

A vital part of the course is the practical work taken at the University Child Study Department. Here the students are given the opportunity of working with individual pupils in various constructive and leisure-time activities. Before students begin this individual work, case conferences are held, with each receiving as much information as possible about "his" child. Such information includes home background and family data, the results of testing, standards of attainment, social behavior, and ophthalmological information. The daily work sessions are followed by meetings among the students, the psychologist and the psychiatric social worker. These are for the purpose of discussing the achievements and attitudes of pupils. As an additional follow-up, the students submit weekly written reports on the progress of their pupils. It is hoped that this individual work with pupils will impress students with the importance of attitudes and motivation in learning.

Students are required to submit a dissertation based on practical investigation of some topic related to the education of blind children. A few recent investigations have included enquiries into the number concepts of young blind children, the visual reading of Braille (with sighted subjects), the possible relationship between tactual discrimination and manual dexterity, and the attitudes of blind adolescents towards their blindness.

The above dissertation, plus a series of written examinations, constitute final course requirements.

THE COLLEGE OF TEACHERS OF THE BLIND*

By E. H. GETLIFF, O.B.E., *Honorary Registrar*

College of Teachers of the Blind, England

To appreciate the present work of the College of Teachers of the Blind, it is necessary to have some idea of the history of the College as it developed within the field of work for the blind.

During the two decades preceding 1920, two idealistically similar bodies were formed: one, the College of Teachers of the Blind, being comprised for the most part of superintendents of institutions, representatives of institution committees and other leading personalities in the work of the day; the other, the Association of Teachers of the Blind, drawing its membership from the school teachers of the day in schools for the blind. At times, the College of Teachers of the Blind conferred the honour of a fellowship on some few members of the Association of Teachers of the Blind. It is interesting to realize that the Constitution of the College today is based on the articles of those earlier bodies, with some revisions to meet present-day conditions.

Certification of Professional Workers

A Constitution for the College was evolved, and a new voluntary association commenced in the story of blind welfare. The Board of Education, recognizing the experience represented among the members of the College, arranged with the College for the establishment of an examination for teachers in schools for the blind, and, in 1908, the *School Teachers Diploma* was instituted under the recognition of the Board of Education—different in many ways from today's diploma, but with several parallel underlying aims. The College arranged courses and conferences for teachers and educationalists of the day and examinations for practicing school teachers.

With the growth of the College and developments in the expanding fields of blind welfare, the passing of the 1920 Blind Persons Act led in 1922 to the College of Teachers of the Blind submitting to the Advisory Committee on Blind Welfare of the Ministry of Health a scheme for the examination of home teachers. There were at that time 65 sighted and 144 blind or partially sighted practising home teachers—all unqualified other than by name and experience.

The examination papers had to be submitted to the Ministry of Health for approval, and the first examination of home teachers of the blind was held in 1923. The College of that day had commenced a work which was to become nation-wide in its efforts to improve the Home Teaching Service. A present number of the Home Teachers Examination Board are named on the first published list of successful candidates in 1923.

* Reprinted from *The International Journal for the Education of the Blind*, May 1961.

In the December, 1912, issue of the *Braille Review*, a monthly devoted to the interests of the blind, a letter was published from the pen of J. M. Ritchie, then a school teacher of the blind in Manchester. The letter informed readers that, after a good deal of informal discussion and letters from all sides, a meeting was called at 24-hours' notice in October, 1912, to set in motion a movement to form the Association of Teachers of the Blind. At that meeting were Miss Garaway and Mr. Evans of Linden Lodge School for the Blind, Mr. Stone of Edinburgh, Mr. Hughes of Brighton and Mr. Ritchie of Manchester. Today these names are honoured in our work.

At this meeting a Draft Constitution was formed, aiming at advancing all forms of educational developments in schools for the blind, and promoting unity of action amongst teachers of the blind. A magazine was to be published, and the *Braille Review* set aside a part of its space for use by the Association of Teachers of the Blind. Between 70 and 80 teachers had intimated their wish to join the Association. The first announcement of the formation of a professional body from the ranks of teachers in schools for the blind contained a challenge which still holds good in the life of the College of Teachers of the Blind today: "What we dread is neither slashing attacks, destructive criticism nor misguided zeal; it is the blighting influence of those who are neither hot nor cold".

A New Professional Publication

In January, 1913, the first issue of the first volume of *The Teacher of the Blind* was printed and published. It contained an article by the late W. M. Stone, of Edinburgh fame, on the Association of Teachers of the Blind. The Association had set out on its journey, but was separate from the College of Teachers of the Blind. An open meeting of the Association, held in the offices of the British and Foreign Blind Association on February 8, 1913, was attended by members from Birmingham, Bristol, London, Manchester and Stoke. The meeting approved the Amended Constitution. The Association magazine, *The Teacher of the Blind*, rapidly stimulated correspondence and published articles of educational and general interest.

In January, 1915, *The Teacher* was first published as a separate magazine. The Association of Teachers of the Blind was growing into a healthy youth. Its members were represented in discussion and developments in the work of establishing uniform type. Today's Uniform Type Committee has successors to those pioneers.

With the end of the first World War, mutual recognition of ideals became still more cordial between the College of Teachers of the Blind and the Association of Teachers of the Blind. The cordiality of relationship had become noticeable as far back as 1916, and had called forth references in *The Teacher*. The study of educational trends in the blind world, the perusal of statutory publications and enactments, the negotiations on salaries for teachers in schools for the blind, were occupying the attention of both bodies. What more logical, then, than a joint Committee? This was set up in 1919. The Association grew in strength. The year 1920 saw its decision to set up branches—three in all. The report of February, 1921, informed its readers that the Northern Counties Branch, the Midland Branch and the Southern and Metro-

politan Branch of the Association of Teachers of the Blind had been formed. *The Teacher* grew in volume; news items, articles, examination results and advertisements were in its pages. The College of Teachers of the Blind used *The Teacher* increasingly as a conveyance for its work. This magazine was a leading publication on matters of education, craft and home teaching literature.

Merger of Two Professional Organizations

On March 17, 1923, the first joint meeting of the full Committee of the College and the Association took place. On May 7-11, 1923, the College held the first examination of home teachers, and the Association's magazine published the "Examiners Report" and the "Results." October, 1923, saw a move afoot to explore the possibilities of the amalgamation of the Association of Teachers of the Blind and the College of Teachers of the Blind, in view of the similarity of the objects of the two bodies. Then came the ultimate fusion of the two under the name of the College and Association of Teachers of the Blind, now known to you all as the College of Teachers of the Blind. What have been the services of the College of Teachers of the Blind since those years of more than a quarter century ago?

Home Teachers Publication

I once said to a body of home teachers, "The work of the Home Teaching Service has the privilege and responsibility of running as a strong and shining thread through work for the blind, linking every aspect of the work through its own service and adding strength to the whole chain because of the contribution it can make to every link". The College has established a source of support to the home teachers in their efforts to develop that shining thread. The questions of the home teachers of twenty-five years ago were very like those we hear today. What are other home teachers doing? How shall we best help the deaf-blind? How can we improve the conditions of the Home Teaching Service? The College gave a direct answer through its organization. In 1925, the first HANDBOOK FOR HOME TEACHERS was published. While this publication was intended to help candidates for the newly instituted examination, it also served as a manual for much of the home teachers' daily work. No home teacher today, blind or sighted, can afford to be without their personal copy of the HANDBOOK, which has been revised in 1927, 1934, 1939, 1947 and 1959. Does the home teacher require information on legislation, administration, hygiene, the eye, pastime occupations, visiting, social welfare apparatus or literature for the blind, assistance in dealing with difficult cases, or guidance in dealing with the newly blind? The College has offered help and information on these and other problems through its work, and the presentation of the new HANDBOOK.

At all times, the experience of the College has been placed at the disposal of the ministries, the local authority, the society or the individual member in every effort to improve teaching services, and to further the well-being of the blind persons served. The College, in meetings and through *The Teacher*, continues to be the common meeting ground for discussion solution of the widest range of problems. The College is not a trade union; it is a professional body, representative of

all classes of work for the blind. Its creed is centered around the declared objects of its Constitution:

“To quicken interest, stimulate thought and encourage research in education, and so benefit the education and general welfare of the blind and visually handicapped. To raise the status of teachers of the blind, whether school, home, or craft, by giving them the opportunity of submitting their qualifications to the scrutiny and judgment of the College, and to hold all necessary examinations and to grant such certificates and diplomas as may lawfully be granted. To facilitate united action in matters affecting the professional welfare of teachers of the blind.

“To do all such lawful things as are incidental or conducive to the welfare of the blind and visually handicapped”.

Every day the College is working through its officers, its branches, its sub-committees, its examining-boards and its office, on problems affecting the welfare of one or other section of the blind. College activities are rarely spectacular; rarely do they hit the headlines of the daily or Sunday press. Our works are not noised abroad, but they exist on a sure foundation and are serving a strong cause in blind welfare. If this were not the case, the young bodies formed in 1907 and 1912 would not today have a membership of over 760, nor would the College have the position it proudly holds in today's scheme of things.

Basic Policy

When in 1928 the name of the College of Teachers of the Blind became the name of the two earlier bodies which had amalgamated, the College pursued a steady policy aimed at promoting a good supply of school, home and craft teachers, encouraging suitable blind personnel, through education and training, to qualify for professional employment in the Home Teaching Service.

The development of this policy was not at all times easy. Many conflicting circumstances of conditions, up and down the country, caused reasonable uniformity to remain somewhat nebulous. Still the work of the College in these aims continued.

When the Advisory Committee of the Ministry of Health set up a sub-committee to undertake a survey of home teaching problems in the mid-nineteen thirties, the College seized the opportunity to act in the interests of home teachers. A sub-committee of the College, under the chairmanship of the late Mr. Siddall, produced a most valuable report. This report crystallized many of the problems of the individual home teacher and made firm recommendations on the number of cases per teachers, duties, salary scales, superannuation and holidays. The recommendation did much to raise the standard of conditions of many home teachers of that day. Local authorities and voluntary agencies were supplied with recommendations of the College. After all, to achieve progress for the home teacher through these methods was no mean accomplishment for a body which could only recommend and advise. In 1943 and in 1945 the present and future prospects of the Home Teach-

ing Service were reviewed and reported on by the Sub-Committee of the College, and its recommendations and advice on behalf of home teachers were placed before all employing bodies. Many home teachers benefited from the work of the College, while the blind persons on their registers in many areas became less unwieldy in numbers and more closely associated with their individual home teachers.

The formation of the Regional Associations and the Inter-Regional Committee saw the easy growth of liaison between these bodies and the College in matters affecting the home teaching services. Many problems with which the College had been dealing were soon looming large on the agendas of these Committees. The aim of the College to raise the standards of personnel of the Home Teaching Service became a major item of their policy. With the substantial increase in salaries from 1957 onwards, authorities rightly demanded that they receive value for money. All three bodies were anxious to support this demand. Liaison between the College (as the Examining Body) and the Inter-Regional Committee (as representing the Regions) resulted in further revision of the "Home Teachers Examination Syllabus" being readily approved by the Executive Committee of the College.

Present-day Responsibilities

For craft instructors, the College conducts an examination which enables candidates to prove their practical and teaching ability. A scale of salaries has been proposed by the College as commensurate with qualification.

For school teachers, the work of the Examining Board is carried on by experienced educationalists. A year's work is called for before the School Teachers' Examination takes place. The School Teachers' Standing Sub-Committee prepared a handbook which became a *must* in books for all school teachers and candidates for the examination.

The work of the College of Teachers of the Blind, in considering the educational requirements of blind children, is illustrated very clearly in the recommendations contained in the "College Report on Replanning", published in 1943. Some of the recommendations of that report are now accomplished.

The Textbook Committee is constantly seeking new literature which is suitable for production in Braille for the benefit of schools for the blind.

The Research Committee is carrying on its work and contributing much thought to its exploration of educational problems, and their solution, in the work of the schools for the individual blind pupil.

In administration, this feature of the College of Teachers of the Blind is at once complex yet simple. Expenditure cannot be large (although it has grown of late years), because it is governed by a comparatively small income. Income is derived from members' subscriptions, grants from other bodies, payments for services rendered on behalf of the Ministry of Education and the Ministry of Health. And it must never be forgotten that these services of conducting the School Teachers and Home Teachers' Examinations are free from any fee-charge to the Ministries, while the examiner's fees attached to the work of the Craft Instructors' Examination and the Pianoforte Tuners' Examination are very few and mainly nominal. The main expenses are traveling and

maintenance attached to the conduct of College Examinations, the publication of *The Teacher of the Blind*, and other expenses which are largely recurrent annually according to executive decisions. The College is housed for office purposes free of rent charges, and receives a volume of office and administrative service for an annual fee of £150.

Another most important feature of College administrative requirement is that of the work of the branch secretaries. Members of the College owe a great debt to their branch secretaries who, in return for their services, simply ask members to support branch and College activities.

The College is preeminently democratic in its structure. Its members are the College. Each individual member can be a prospective candidate for any office. Membership is the only required qualification. Through branch meetings the member can influence executive policy. Through using the voting power each member has the individual voice that can sound throughout the work of the College. Decisions in all matters are only approved after executive guidance has been considered, and members of the executive are also branch members, influenced in their turn by the actions of their fellow branch members.

In the field of international affairs in work for the blind, there is no other professional body comparable to the College of Teachers of the Blind. In many countries the work of the College is bearing rich fruit in furthering overseas developments in blind welfare, because of the facilities provided by the College in close association with other national bodies in the United Kingdom, to train and equip students from overseas and enable them to return to their own lands better able to serve the blind of their own countries. The College recognizes the splendid service given readily by the schools, workshops and home teaching societies, who receive our friends from abroad and provide the vital training ground for their future work.

Future Activities

The future of an organization such as the College of Teachers of the Blind is not easy to discuss. Those who attended the Golden Jubilee celebrations in 1958 realised the present strength of the College. By address from high government level in the persons of the Minister of Education and the Parliamentary Secretary to the Minister of Health, by the attendance of leaders of many other organisations in blind welfare, and by the Annual Meeting speeches of Dr. Ritchie and Mr. Edward Evans, M.P., we were reminded of the contribution the College has made in fifty years in the education and welfare of the blind. The ideals of the College as stated in its Constitution must always guide future policy. How far the present structure will serve the needs of the future, only time will tell.

Without doubt, the present work of the College in education, home teaching, and research will continue. The work of the Craft Instructors' Examination Board and the Pianoforte Tuning Board may decrease with the changes recently brought about in these fields. The numbers of candidates will lessen, but the services of the College will always be available to meet a lesser demand.

The last ten years have seen a closer liaison develop between the social service of the home teacher and other similar social services.

This cooperation and closer integration may be the pattern of the future, but at no time in the future can the College and the Home Teaching Service accept a situation under which the requirements of the blind from the Home Teaching Service are other than the specialized needs to be met through a specialized and qualified service. We would all agree that many degrees of handicap have their special problems. But within those fields the problems of the blind will remain a specialized field through the simple physical fact of being sightless in an essentially seeing world. If this were not so, blind welfare as we know it today—in any of its several features—would not have developed.

In education, the future will probably see further reduction in the numbers of schools for the blind. It should certainly bring a reduction in the numbers of pupils in our school classes, and, concurrently with such a trend, a widening of the range of class or school to meet the growing divergencies of educational abilities and requirements of the pupils in the schools for the blind. Along such lines will the work of the College be needed in the future educational provisions for blind boys and girls. The experience of the College and results of today's research should be used to the full in educational policy of the future.

With the growing national consciousness in many overseas countries, and with emergent countries now seeking to develop their own schemes for education and welfare of the blind, many approaches have been made to the College of Teachers of the Blind for advice, guidance and training. In many lands today are trained personnel who through various plans or schemes came to this country for training and to obtain the qualifications of the College in the several spheres of its work. It is most probable that this feature of College work, in association with similar national bodies in the United Kingdom, will continue to expand in the years that lie ahead. The fullest cooperation of schools for the blind, training courses, workshops for the blind and home teaching services will be needed if this service to countries abroad is to reach fruition. Already some areas of the world are asking for guidance in patterning their schemes on the proven work of the College of Teachers of the Blind. This is, indeed, a tribute to the past work of the College and a challenge to its future.

TEACHER TRAINING IN GERMANY*

Director DR. ALOYS KREMER, *Duren*

Director RUDOLF WINTER, *Hannover, Germany*

The International Conference of Workers for the Blind, held at Oxford 1949, entitled "The Place of the Blind in a Modern World" unanimously adopted the following resolution: "To enable blind persons to participate fully in the life of the community and to contribute to its strength, blind persons, whether children or adults, should be given full opportunity for general and vocational education, in schools adequately equipped for the education of the blind, and with fully qualified teachers." The delegates of the institutions and organizations for the welfare of the blind hereby emphasized, that everyone is entitled to an education, which fully develops his personality according to the Declaration of Human Rights, Dec. 10th, 1948, art. 26. This requires in the case of blind people special institutions and fully qualified teachers.

The International Conference of Educators of Blind Youth, held at Bussum 1952, primarily discussed the educational needs of blind youth. The conference expressed the conviction that to give blind youth adequate education there must be well qualified teachers.

It is a task of our conference, to interpret more precisely what is meant by the term "fully qualified teacher for the blind." This conference represents a vast area of the globe. The methods of teacher-training are as different as the social, cultural and economical status of the nations. There are countries in which a complete teacher education and a special three years' training for service in institutions for the blind is necessary. In other countries there are laymen who find interest in our work and who achieve success with or without the help of experienced teachers for the blind. I read the reports of forty countries. There are only ten among them, where special education for teachers of the blind exists. However, in most countries here represented, before teaching in a school for the blind a complete general teacher education according to national standards is necessary. This should be a minimal requirement even in underdeveloped countries. The qualities and abilities that must be possessed by every teacher are the least that are required by a teacher for the blind.

Because of the need of restricting time, I can't describe the different methods of training teachers for the blind or discuss the pros and cons of each. The following is a report on the methods used in Western Germany for getting efficient and inspired teachers for the general school for the blind, that is for normal blind children and youth chiefly. I refer to treatises by our respected Dr. Kremer, who directed our teacher training after World War II.

Our opinion is that a teacher for the blind when compared with a teacher for those who can see, should show the following increased or additional qualities:

1. A strong sense of dedication.
2. Excellent skill in education and teaching.
3. Good understanding of the attitudes of blind children and youth.
4. Sufficient scientific thinking to understand and to handle the problems of educating the blind.

* Reprinted from the Proceedings of the International Conference of Educators of Blind Youth, Oslo, Norway, August 1957.

1. Educating the blind has special difficulties. There are hindrances and obstacles due to undeveloped or underdeveloped abilities of body and mind that must be overcome. There are difficulties in giving perceptions and in clarifying facts and the relations between them. Whatever a teacher for the blind is undertaking, he always has to be aware of the special conditions for perception and the peculiar intellectual processes. In teaching or educating, in making the curriculum or in constructing apparatus or aids for the blind, there is one point to be kept in mind by the teacher: Attitudes and knowledge of the blind pupil must be given an efficient relation to attitudes and knowledge in the seeing community, which the blind individual belongs to.

Most blind children miss the influence of their parental home for a long time. The pulse of free life often beats slowly in the institutions for the blind. This is why the development of personality in blind children depends far more on the teacher than is normally the case with children who are not afflicted. The teacher for the blind has to keep the ideas of the education of the blind which he is to serve in the forefront of his mind. He has to recognize fully the dignity and worth of a blind child and to love it paternally. It is only in this way that he can lead his pupils to develop a free and well-ordered personality in spite of their blindness. A teacher for the blind should esteem highly the possessions of the human mind: Religion and ethics, science, arts, and economy. This will give him strength to strive for a subjective realization of these qualities in his blind pupils.

The teacher for the blind has to keep in mind that an educated person always will become an educator of other people somewhere. Therefore the idea of a progressive development of human society is inherent in his educational actions. This is a trend effective in all directions and into the distant future. Such a strong dedicated attitude which is to be permanent and braves obstacles, is a supposition of good success in the efforts to educate blind children.

2. The teacher for the blind has to alleviate difficulties, which follow from the loss of sight. For this purpose he must resort to tactual perceptions chiefly, but also to the other senses and he has to train them. He will have to activate all the powers of mind and to use the techniques suitable for the blind. The blind child is to master our cultural techniques in a manner of its own. The teacher should lead it to a successful integration in the community of fullsighted people. This will succeed only if the teacher for the blind possesses excellent skill in guiding and teaching.

3. It is not easy for the teacher to react sensitively in normal schools. This is much more difficult with defective children and youth. Rather often the teacher can't know, how an educational measure will effect his blind pupils. He cannot always judge their reactions from his own by analogy. Here an excellent understanding of blind children is required. This can be developed by diligent study of the psychology of the blind and by permanent observations of blind pupils. Moreover a moral attitude of high standards towards the fate of blindness is necessary for a teacher. Blindness may be considered e.g. as an irrevocable fate, as a cause of inferiority or as a suffering. In each case other educational situations arise, which are different from those resulting, if we look upon blindness as a moral task for teacher and pupil, the task being to overcome fate in mind and in society, cultural and economical.

Blindness does not prevent the growth of a fine personality. That is why a teacher for the blind should not be affected by any idea of inferiority. As far as blindness means suffering, this should produce in the teacher for the blind a strong desire to dedicate himself to his educational tasks.

4. The philosophy of the education of the blind has tried to solve its problems for about 170 years. In spite of these endeavors there is still nowadays no full insight into the inner being of blind pupils, into the best educational procedures for them or into the right curriculum. Each lesson and each meeting with blind pupils makes the teacher for the blind feel, that he has to contend with professional problems.

The theory for the education of the blind has been developed almost exclusively by teachers for the blind. It is not complete without doubt and should be improved. This is why the teacher for the blind should be informed thoroughly on the present status of the education of the blind and should be able to think independently about open problems and to contribute by research of his own to their solution. A scientific attitude as here required will also be useful to his educational practice.

The extent and scope of an education for teachers of the blind should be determined solely by the question: How will it be possible to secure the most advantages in education, instruction and vocational training for the children entrusted to us. Other matters are of minor importance, e.g. the question as to the value of our qualifications and the question of salaries.

It is evident in our opinion that an applicant in a school for the blind should have received a complete general teacher education previously.

In a school for the blind we deal with special forms of education and instruction. It is customary to do special work only after having understood and mastered normal tasks. This is another reason to include the course followed in a normal teachers' college in the training of a teacher for the blind. Otherwise our teachers would be tempted to recognize, to judge and to treat their pupils as blind individuals only and to overlook the fact that they are ordinary human beings mainly. This would make the rehabilitation and integration of the blind more difficult.

The activities of a teacher for the blind are determined not solely by the blindness of his pupils but by their character as human beings. Much of what is to be done, is in accordance with general educational procedures as they are developed and taught in normal teachers' colleges. We therefore consider it absolutely necessary to demand that teachers for the blind follow the colleges which are obligatory for teachers of normal children.

After studying in a teachers' college for three years an applicant in Germany has to teach in normal schools for at least two years. In this work the young teacher is supposed to experience the values of educational work and desirable attitudes will develop in the right way. Similarly his skills as an educator will be developed. In these years he will become able to judge what can be said to be a normal behavior of children and what normal educational procedures are. With such foundations there should be a good chance to learn with success to think and to act in a special branch of education. Because of these circumstances

we consider a period in normal schools for two years absolutely necessary in the training of a teacher for the blind.

The directors of our schools for the blind always desired to know their prospective teachers before their special training began. In a probationary year the school as well as the applicant may decide, whether there are sufficient liking and enough qualifications for the profession of a teacher for the blind. If this is not the case it would scarcely be possible to develop the desired abilities in the applicant, so that he could begin his service happily after completing his training.

We therefore recommend to any applicant urgently, to serve one year in a school for the blind before beginning his special training. After his year of probation the young teacher enters a two-year course for teachers of the blind. Here he is expected to learn about the specialties of thinking and doing in educating the blind by alternately working in theory and practice. The aim of the training is to get a skilled teacher who is able to educate and instruct blind youth systematically in a well-balanced mood and who can prepare them for life in society.

Courses are held in Western Germany at a big school for the blind in close connection with a university. Courses must take place in a school for the blind because the prospective teacher must be acquainted with the institutions for guidance, instruction and vocational education for the blind, because he should experience the particularities of blind persons' being and doing, because he is to examine seriously, whether his affection and his qualifications are sufficient and because he should experience the values and joys of independent educational work with the blind.

We also think it necessary to have close contact with a university because the scientific abilities of a teacher for the blind must be developed so that he may be able to see and judge the problems in the education of the blind in order to contribute independently to their scientific solution.

By philosophical studies the teacher of the blind will be enabled to see clearly that the worth of a personality is not affected by blindness. Being blind does not mean in any way that a person is inferior.

Practical exercises in the school for the blind consist of a gradual employment in teaching blind pupils—beginning with demonstration-lessons given by experienced teachers, and ending with independent teaching, that is only occasionally supervised—in an introduction into the techniques of building apparatus for instruction according to adopted principles, in doing the work of house-parents for some time, in becoming acquainted with the places of vocational training, in working for the welfare of blind adults, in visiting other schools for the blind and blind persons in industrial establishments, in visiting sight-saving schools, schools for the deaf and other educational establishments.

As to theory there are lectures and discussions about all problems of the blind and the literature and the legislation concerning them. There are experiments in psychology including tests and their scientific evaluation, and half-yearly treatises on problems of education or welfare of the blind.

At university the applicant may choose between lectures and discussions on general education, anatomy and physiology of sense-organs, lectures on the diseases of the eyes, and the ears and the skin and on sociological topics.

The end of our training is an official examination. Then the applicant has proved his ability to work in schools for the blind. This entitles him to a salary that at present time is about 50% higher than that of a teacher in elementary schools.

The union of German teachers for the blind strives for still closer contacts in the training with university. They aim at a training and research centre. It should be an institute of a university and should be directed by a holder of a professorship. Of course such an institute must be placed close to a well-suited school for the blind. Research should be carried out mainly in the field of psychology and education of the blind. The students could participate in research work according to their interests and abilities. But when bringing the training of teachers for the blind to higher levels it must be kept in mind that practical work has priority. It is not knowledge and science that is the object of his activity, but it is the blind child. In this regard there was unanimity of opinion in Bussum, when we resolved that the training of teachers for the blind always had to be carried out in schools for the blind. Schools for the blind which provide secondary or college education, should only choose teachers who are prepared normally for their profession before they enter upon special training. Secondary schools for the blind should have equal requirements, opportunities and equal standards with those for sighted children and they should be officially entitled to corresponding qualifications. The question of the education for backward children should be treated similarly.

Hardly even in big countries the number of deaf-blind children will be high enough to necessitate current courses for a special teacher training. Essential problems in this field should be discussed in a course for teachers of the blind if required. In Germany the school for the blind at Stuttgart has taken over the additional task of attending to the needs of deaf-blind children. An interested and suited teacher and the necessary apparatus is at their disposal there.

The development of a teacher for the blind does not end with his examination. Even when serving already for decades we need further improvement. For this purpose the teachers of the blind in one country or in neighboring countries should gather regularly for conferences. Since 1873 every third year the German teachers for the blind gather in the "Deutschen Blindenlehrerkongress" and provisions are met to enable each teacher for the blind to participate. Moreover we are always glad to see guests from other nations in our congresses. At the last Congress in Berlin their number was 24. Then we have sometimes courses which run for several days, for teachers in special subjects. During the last courses for teachers in physics and gymnastics there were demonstration-lessons, lectures and discussions. We should recommend that guests from other countries who are interested in the above mentioned courses be invited to participate. The main results of such work should be made available to all schools for the blind.

I think that it is well known that schools for the blind and training centres for teachers of the blind all over the world have open doors for everyone who is interested to see or to be informed. This is a fact we may be proud of.

A collection of all the literature concerning the blind would be immensely useful for future research and instruction. Such an international library could improve the training of teachers for the blind everywhere. It would be a worthy monument of Louis Braille who opened the doors of knowledge for the blind.

EDUCATING TEACHERS FOR BLIND CHILDREN*

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In the last century, when educational opportunities for blind children in our country were rapidly expanding, the training of teachers to serve these young people was a serious problem. At times gifted individuals offered their teaching skills to the schools for blind children. At other times, school administrators were so desperate for staff that they pressed into service local citizens with or without backgrounds in education.

Early leaders, such as Samuel Gridley Howe, wisely encouraged experimentation in the classroom in the belief that teachers learn much from their students. Teachers met frequently to discuss their successes, their failures, their hopes, their concerns. In-service training—learning on the job—was the main source of help for the early educators.

Perkins School for the Blind (then known as the New England Asylum for the Blind) established systematic in-service meetings, as did the first state-supported school in Ohio. Like many beginnings, the beginning of training programs for teachers of blind children was compounded of a mixture of strengths and weaknesses.

Today we can look back with pride at the efforts and the foresight of some of the early educators of blind children in the United States. We recognize, however, how far we have advanced beyond their struggles. Opportunities for teachers to learn about blind children and ways of instructing them have increased in number and improved in quality.

While in-service education has become an integral part of most American school systems, the bulk of the job of preparing all teachers to work with children is done outside the schools themselves.

Help from Colleges

A logical next step for some of the residential schools for the blind was to enlist the interest and help of nearby colleges or universities. Today the few residential schools which still train teachers find it essential to do so in conjunction with schools of higher learning. College credit is occasionally available for courses held in certain residential schools, and sometimes school personnel teach courses on the college campuses. This has been an important step in the development of training programs for teachers of blind children. The closer relationship between school and college not only contributed to the upgrading of the training given teachers in the schools, but also provided opportunities for the college personnel to learn more about visually handicapped children.

Perkins School for the Blind has for many years offered courses during the academic year in cooperation with a local university, currently Boston University. Oregon State School for the Blind in past years has drawn on Willamette University to aid its training program. Michigan School for the Blind, which once gave on its campus the only training available in Michigan, now offers courses throughout the year through the Department of Teacher Education at Michigan State University. The New York Institute for the Education of the Blind, in cooperation with

* Reprinted from *The New Outlook for the Blind*, May 1960.

Teachers College and Hunter College, for a number of years offered course work. Classes were held mainly on the college campuses, and specialized staff were provided jointly by the Institute and by the colleges. In summers only, the Wisconsin School for the Visually Handicapped brings to its campus personnel to give courses. The work is approved by the Wisconsin State Department of Public Instruction, Bureau for Handicapped Children, and is credited by the University of Wisconsin.

Although there are at various other schools occasional short-term workshops designed to meet special needs in the field (such as workshops planned for house-parents), the largest proportion, by far, are being directed toward the college campuses. For example, a recent arts-and-crafts workshop sponsored by the American Association of Instructors of the Blind with funds from the American Foundation for the Blind was held at Hunter College.

Important Issues

The subject of education of teachers for blind children has its share of controversial issues. Perhaps the vigor of some of the discussions has contributed to faster progress than might otherwise have been achieved. Conscientious persons directly involved in educational programs have debated the pros and cons of the *location* of the special training program (residential-school campus or college campus), the *length* of the program (summer only or full academic year), the *amount* of preparation (two courses on some campuses, twelve on others), the *place* in the student's schedule (undergraduate or graduate), the necessary *background* of the student admitted to a training program (mere graduation from high school to full certification to teach sighted children plus experience teaching them), and the *content* of the required courses.

Debaters have used justifications for their arguments which, to them at least, seem logical. Let it be stated in their favor that no more energetic group of workers exists in American education today! Children who are visually handicapped are the recipients of the best efforts of all of us. Let us hope that our united best efforts do not always fall short of their diverse needs as we know they often do now.

Theory and Practice

It has been said in the vernacular that college campuses pump a great deal of theory into their students which practice later repudiates. A tremendous effort has been and will continue to be made to show students the relation between "theory" and "practice."

Fortunately, there is general agreement that much contact with blind children is vital to a good program of training. Observing youngsters, playing with them, practice-teaching, discussing goals and problems with their teachers, analyzing school records, sitting in on staff meetings or parent reporting sessions are as important to the growth of the young person in training as his mastery of the braille system and his knowledge of the structure of the eye. What this young person learns in his courses enables him to be skillful when he observes or practice-teaches.

Some answers we all are seeking: when, where, with whom will our neophyte have his specialized courses and his contacts with blind chil-

dren, and how much shall we ask him to learn before offering him a contract to teach?

A few of our earnest debaters feel that it is easier to recruit young people for our field by capturing their interest early. Hence, there are some institutions which offer an undergraduate program. Illinois State Normal University, Eastern Michigan College, and Wayne State University allow undergraduates to substitute specialized courses for some of the general ones and/or the electives. While the program is broader at Wayne, the general goal is the same: to enable future teachers to complete their preparation to teach visually handicapped children in a four-year college program. Recruitment is a very real and constant problem. Perhaps there are other ways of solving it.

Teachers College at Columbia University and the New Jersey College for Women have attempted to offer both undergraduate and graduate programs. Catholic University does the same, summers only.

Those institutions of higher learning which keep their courses almost entirely at the graduate level are George Peabody College, San Francisco State College, the University of Minnesota, Syracuse University (summers only), and Hunter College. Their practice is to build their special courses upon a four-year degree and the general preparation given undergraduates. This particular goal is in line with the requirements in some states that teachers in any area of special education must have five years of college.

Sometimes colleges have become aware of needs in the field through local requests and have responded by offering a *few* courses on the education of the visually handicapped. Since there is a shortage of persons qualified to teach such courses at the college level, local teachers and administrators or guest lecturers from out of state help. A "full sequence" of courses with adequate observation and student teaching is seldom possible under such an arrangement. The University of Denver, Los Angeles State College, Brigham Young University, and the University of Pittsburgh offer partial training.

National Standards

Perhaps it is unfortunate that in the field of the visually handicapped we have not developed a procedure for approval of programs through the National Council for the Accreditation of Teacher Education. Although the Division of Teacher Education of the Council for Exceptional Children has considered the relation of special-education programs to the broader concept of teacher education as a whole, no particular emphasis has yet been given specific areas in special education.

The self-evaluation which has stimulated the rapid growth of many of the programs has been admirable. It would seem that all of us who are concerned about the diversification of training which is evidently considered "adequate" in our country might begin steps for at least small-group evaluation and planning, perhaps on a regional basis.

A glance at the content of courses listed in our many institutions is enough to produce serious doubts about our united efforts at this stage. One university has lumped all the instruction in braille, methods, observation and student teaching into a total of four semester hours. Other universities or colleges have assigned eighteen semester hours for the same areas. Surely the content varies significantly.

It would not be enough for any national body concerned with evaluation to list merely the "subjects" as announced by catalogs. For example, every institution, every program, whether operating summers only or on a year-round basis, offers braille. The variance in the ways that one "subject" is taught is surprising. Some institutions have one course. Others have a beginning one and an advanced one. While school X uses the advanced course to "finish learning grade 2 braille," school Y, having covered the literary code, the Nemeth code, the Taylor code, and some of the music code in the beginning course, then devotes the advanced braille course to ways of preparing braille materials for children.

Guidelines for Selection

Because of the variance in breadth, depth, and procedure from school to school, it would seem unwise to list here the titles of all the courses given on all or any of the campuses. However, it might be helpful to a teacher looking for a training center if some guidelines are suggested.

How does a teacher select his school, his program of instruction? The nearness of an institution is often the determining factor regardless of the standards of its program. The teacher's desire for an M.A. degree, or, at least, for work in that direction, is strong motivation. Available scholarships help some students make their decision—particularly when year-round training centers are being considered. The opportunities for completing training in a series of summer sessions are important. Occasionally the reputation of an institution as a whole is the main issue.

Teachers looking for a training program might inquire whether a particular institution offers:

1. A full sequence of courses which may be taken during an academic year and/or in consecutive summers, including work in
 - a. history, philosophy, principles, problems in this field;
 - b. braille—all braille codes with suggested ways of preparing material in them;
 - c. structure and function of the eye, and educational implications of visual impairment; and
 - d. methods of teaching blind children at various levels in a school program, primary through secondary.
2. Many opportunities (with college credit) for observation and student teaching of blind and low-visioned children in more than one type of educational program in a school year, and at least one type during the summer.
3. Related courses in special education; particularly the survey type of course and those on the education of partially seeing children.

Since the last century programs for the education of teachers for blind children *have* taken tremendous strides forward. One might say, however, that only a good start has been made. The game is yet to be played; the race to be run.

PROFESSIONAL EDUCATION FOR TEACHERS OF THE VISUALLY HANDICAPPED IN A TEACHER EDUCATION CENTER*

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Introduction

The purpose of this article is to discuss the important events in the development of Teacher Education Programs in the United States for those who would teach visually handicapped children. Since this journal has planned two articles dealing with different aspects of this subject, it is necessary to limit this discussion to those programs which have developed in colleges and universities. Most often, these courses have been placed in Departments of Special Education in either Divisions or Departments of Education or Psychology. Such programs have had the valuable cooperation of all types of schools for visually handicapped children as well as a variety of organizations representing the related resources necessary in the education of both blind and partially seeing children.

In all of the teacher education centers of the United States covered by this paper, teachers may receive professional education dealing with both blind and partially seeing children. Hence, there will be no treatment of the education of the blind and the partially seeing as separate areas. It is possible for teachers to specialize in either the education of the blind or of the partially seeing, but with the greater understanding of the needs of all types of handicapped children, it is not practical nor desirable to limit the preparation of teachers to one small segment of the population of visually handicapped children.

The early efforts to provide specialized professional education for teachers of the visually handicapped in the United States were initiated in the schools for the blind where there was need to train teachers on the job. Many of the present techniques were started in these early programs. Most frequently, these schools were able to employ the teachers who had been trained at their institutions. As a result of these early efforts, administrators of certain schools approached colleges or universities in the community, asking that the courses be conducted in a manner that would insure college credit for the teacher who had fulfilled requirements. In time, these courses were listed with the state certification or credential authorities. The combined efforts of the schools for the blind and the teacher education institutions supported by the work of the state education departments really set the stage for standards which have become important to teachers and certainly to the blind and partially seeing children who were taught.

As in many areas of education of exceptional children, strong and positive leadership came first from privately supported voluntary or-

* Reprinted from *The International Journal for the Education of the Blind*, May 1962.

ganizations; and largely as a result of their efforts, the cooperation and responsibility of local, state and national governments followed. The concept of democratic education meeting the needs of "every child," with handicapped children included, helped translate the philosophy of the early programs into action. In order to follow this concept, educators realized that no program of education for any group of children could exist without the services of qualified teachers. Then, as now, the major emphasis in both specialized and general areas of education was placed on programs in colleges and universities with the goal to provide school administrators with qualified teachers.

Teacher education in the area of the visually handicapped was not the first to make its appearance in the schools of higher learning, but the limited program prompted by the efforts of a few helped to bring about a greater understanding in colleges and universities ultimately to be responsible for them. One of the primary reasons for the small attention given to the preparation of teachers in this area was because of the small population of known visually handicapped children and, until recently, the small number of schools requiring teachers of the visually handicapped. Programs in the area of Speech and Mental Retardation were much more widespread, and employed a much larger faculty. Perhaps it is also fair to say that the leadership provided by the special schools for the blind and the deaf may have caused the colleges and universities to fail to see these areas as crucial and important problems. Neglect of this field by the institutions of higher learning would deprive teachers of the type of professional education offered in other areas of exceptionality, and also it would have seriously deprived all people in other areas of education of information which they need concerning visually handicapped children. In terms of numbers of children and numbers of teachers needed, the teacher education program in the area of visually handicapped becomes quite expensive for the teacher education center. It was recognized early that financing such a program requires the efforts and contributions of many in both public and private organizations.

At the present time, with increased costs for all education, and particularly for the specialized areas, the problems seem to grow as the programs develop. Progress has been exciting, but challenges have become baffling at times.

Major Events in the Present Development of Teacher Education Programs

When representatives from all types of schools needing teachers and various college and university personnel began to pool their thinking and resources, programs in the area of the visually handicapped were refined and improved. Also, greater communication among those in residential schools, local schools providing specialized programs, private and public agencies, helped stimulate greater understanding of the goals of all types of programs. There was less emotional reaction and frustration, and increased respect for those who teach in different kinds of schools when there was greater sharing of information. Until the climate of meetings for all types of educators could be an objective one, professional education with a delineated philosophy and a respect for research could not flourish.

Two national private organizations exerted influence which stimu-

lated more teachers to take advantage of courses offered in the few colleges and universities where specialized study could be pursued. The National Society for the Prevention of Blindness set up some mimeographed standards for what they considered to be important in courses for the training of teachers of the partially seeing, and they offered some scholarships and consultative service to the various institutions. The American Foundation for the Blind engaged in a vigorous program of scholarships, publications, and consultative service to various institutions. Funds for calling together of interested groups of educators provided a tremendous contribution from the American Foundation for the Blind. Teachers, administrators, and college and university personnel might not have had the opportunity to communicate in the manner that was possible in the various work sessions called by the Foundation, without this particular kind of support provided.

1. The first written report where there was an expressed effort to share information among the existing teacher education institutions offering courses in this area was published by the American Foundation for the Blind in February of 1953. This publication resulted from a symposium held at the national convention of The Council for Exceptional Children at a meeting in 1952. This small publication seems to deserve a place as one of the significant events, since it assembled descriptive materials from nine different institutions offering courses primarily for teachers of blind children. The range of offerings came from those institutions listing two or three courses, to those institutions providing a full sequence of courses with a major in the area of the visually handicapped leading to the Masters Degree.

The institutions represented at this meeting were the following:

- a. Perkins School for the Blind, in cooperation, at that time, with Harvard University
- b. Teachers College, Columbia University
- c. Hunter College, in cooperation with The New York Institute for the Education of the Blind
- d. MacMurray College, in cooperation with The Illinois School for Braille and Sight Saving
- e. Willamette College, in cooperation with The Oregon State School for the Blind
- f. West Virginia State College and Hampton Institute, in cooperation with The American Foundation for the Blind
- g. San Francisco State College

From this list with but two exceptions—Teachers College, Columbia University and San Francisco State College—these programs represented a high degree of cooperation between one college or university and one specific school for the blind. This arrangement means sharing of faculties and financial responsibility. The two institutions which did not represent this type of planning were utilizing many types of laboratory facilities and had a single administrative responsibility for funding their programs, recruiting, and planning for all the off-campus activities of the students.

The participants at this conference furnished detailed descriptions of their programs, while at the same time they presented a brief history and some discussion of their problems. The following comment, taken

from the summary, seems to represent the feeling of the group for further opportunities to share information among all concerned.

It was agreed by all of the participants that discussions of this type are helpful, but that we need to have a greater exchange between the teacher training specialists who develop our personnel and the administrators who employ the teachers and direct their progress.¹

As greater communication was achieved among representatives from the various programs, greater interest in standards occurred. The Federal Government's Department of Exceptional Children and Youth, in cooperation with certain private organizations, assumed a most important leadership role. There was the initiation of a study dealing with competencies needed by teachers of handicapped children. This sizable project brought together people from all areas of education of exceptional children and included those from administration, teacher education, State Directors with broad responsibility, and key persons from general education. This was a consensus study; and with the limitations of many of these studies, it can be said to have focused attention of many people on the genuine need to improve standards which would insure more highly qualified teachers of exceptional children.

2. Two studies in this field should be mentioned here. While they were set up to deal separately with teachers of partially seeing and teachers of children who were blind, there was much communication between the two groups responsible for the two studies. The work of the two competency committees resulted in statements of standards and philosophy, as seen by specialists with qualifications and experience. These committees suggested standards which have been examined by teachers, as well as those in teacher education. The larger portion of the two studies, however, was devoted to the analysis of the data gathered from the selected teachers of blind and partially seeing children, respectively.

The following quotation from the publication dealing with teachers of children who are blind represents the combined opinion of the selected teachers who answered the questionnaires and the statements of the competency committee. It should also be added that the same expressions of agreement can be found frequently in the professional literature.

The college or university preparing educational personnel to work with the blind has a dual role to play. According to the opinions expressed in the study, most special educators believe that teachers of children who are blind should have all of the competencies needed by regular classroom teachers plus many specialized competencies. This means that the college must either have resources, or provide other opportunities for the teacher candidate to prepare himself in general educations. Many of the knowledges and skills highly valued by the teachers could only be acquired on a foundation of general

¹ "Training Facilities for the Preparation of Teachers of Blind Children in the United States." American Foundation for the Blind, February, 1953, p. 32.

teacher preparation—especially in the basic principles of child growth and development. This implies a marked similarity in the education of blind and sighted children, but should not minimize the importance of specialized preparation required in meeting the specific needs of blind children.²

The above comment is strongly stated in its application to partially seeing children in the second bulletin devoted to teachers of children who are partially seeing. There is an additional quotation in that summary addressed to administrators of programs which provide training for partially seeing children which could also be found in the publication dealing with teachers of children who are blind. The thought that the college or university does not stand alone, but utilizes agencies and the community, is stated in most of the publications dealing with all other types of handicapped children.

The implications for college programs are that such preparation be given in a community which has available resources in many fields relating to the partially seeing child. This is necessary not only to cover all the aspects of preparation, but also to make teacher candidates aware of the various agencies and services to the community which can be used.³

This writer feels that aside from the opportunity given to most of the experts in the field of the visually handicapped to communicate in this project, the fact that selected teachers were asked to rate the various competencies considered to be of importance, gave teacher education personnel some valuable clues to the evaluation of their existing programs and possible improvements. It is significant, however, that in most instances the attitudes of the teachers were not too different from the statements of the selected "experts" who made up the competency committee.

3. Education of the blind has profited from much more professional literature, at least in quantity, than has been true of the education of the partially seeing. The treatment of discussions relative to teacher education in this field provides no exception. It is fortunate, since there has been so little dealing with specific problems concerned with the partially seeing, that much of the material devoted to one segment of the population of the visually handicapped is often applicable to the other. It should be said also that perhaps the small amount of literature concerning the partially seeing is due to the well known problems of identifying and treating problems of all children with marginal handicaps.

The American Foundation for the Blind has been a generous pioneer in making possible study in various aspects of service to blind persons. The points which should be mentioned in this connection have

² Mackie, R. P. and Dunn, L. M. "Competencies Needed by Teachers of Children Who Are Blind." *U.S. Department of Health, Education and Welfare, Bulletin*, 1955, No. 10, p. 80.

³ Mackie, R. P. and Edity Cohoe, "Teachers of Children Who Are Partially Seeing." *U.S. Department of Health, Education and Welfare, Bulletin*, 1956, No. 4, p. 45.

been the following: (1) The appointment of a Teacher-Education Committee in 1957 to assist the consultants at the Foundation with planning programs for improving the quality of teachers of blind children and youth; (2) The publication of a printed bulletin each year which would set forth, for the convenience of teachers searching for professional preparation during a summer session, a listing of programs which meet certain criteria; (3) The steady increase of the number of summer session scholarships for teachers of blind children who were definitely committed to a teaching position; (4) The provision of the salary for a professor in a teacher education program; (5) The offering of a limited number of fellowships for students who would study in the specialized area at the master's degree level in two teacher education centers which were beginning new programs; (6) The calling together of two national work sessions with representatives from all types of teacher education centers, local school systems, state departments of education, residential schools for the blind and personnel interested in research; and (7) the final publication of proceedings resulting from two years of work which could be shared with all centers and particularly with those colleges and universities which might be considering the addition of the area of the visually handicapped to their departments of education of exceptional children.

These mimeographed proceedings which drew heavily on the skills of people known in the broader areas of programs for exceptional children have certain applications to others who may wish to evaluate their programs critically. The deliberations of this group certainly offered some new dimensions in problems and desirable solutions in the education of teachers of both blind and partially seeing children.

The report was submitted according to the following outline: philosophy and types of programs designed for the education of blind children and youth; the scope and emphasis in a teacher education program for teachers and other education personnel, with specific suggestions as to content; orientation of related personnel and effective use of appropriate resources; and, finally, the important implementation of the teacher education program with its great expense in terms of the number of applicants through greater sources of fellowships, scholarships, grants, and regional planning.

This publication can be called a "first" of its type. Good programs are expensive, and if quality is to be kept high, all colleges cannot hope to participate in training specialists in the area of the visually handicapped. The concept of the Teacher-Education Center was stressed in various sections, and optimism was expressed concerning implementation, when it was pointed out that funds from both private and public sources had hardly been tapped. The need for research with appropriate financial support was also stressed, with some suggestions for procedures in sharing between regional centers. There were also suggestions for greater national planning among all centers.

Interestingly enough, there was no discussion of courses as the usual college or university catalog lists them. There was rather the suggested content outline set forth in three broad areas.

Perhaps it is important to mention also that there was some worthwhile discussion of the orientation types of courses which should be available to people with limited contacts with visually handicapped children, as Regular teachers, Psychologists, Counselors and others.

The administrator of programs was also discussed with some ideas concerning the type of information he might need in order to develop professional growth for the teachers and also to direct a more effective program for visually handicapped children.

Area I—An introduction designed for an over-all orientation to the fields of exceptionality, to be the responsibility of the entire center staff.

Area II—Preparation in curriculum, methods and guidance in relation to the larger program for the entire field of exceptional children, with provisions within the courses for specific application to the teaching of blind and visually handicapped.

Area III—The special skills requisite to the field of the blind and visually handicapped. These should be taught as skills and not be incorporated in the methods courses. Earned credit for these skills should be recorded upon demonstrated mastery of them.⁴

This report seems to have merit because it is suggestive, and it represented the thinking of people from all areas who have direct contact with a teacher-education program and with actual teaching experience with visually handicapped children. Its new approach to many problems confronting teacher education institutions today is strong without dictating the procedures in any way. There is confidence that with some guidance, the institutions of higher learning can be expected to be creative and, hopefully, sufficiently aggressive to develop programs with high standards and with approaches which relate to the actual position the teacher will hold once he is employed in the schools.

4. Greater initiative on the part of the American Association of Instructors of the Blind during the past few years has contributed to both the professional growth of teachers in various regional workshops and in the efforts of the organization which is developing a new scholarship program. As the organization works with the teacher education centers in following the work of students holding their scholarships, and as the professional memberships in this national organization grow, more teachers will be encouraged to enroll in the colleges.

5. The National Society for the Prevention of Blindness with its previously mentioned scholarship program and consultative service to the institutions, has recently set up a program of recruitment which should be of some value to teacher education institutions. Reference is made to the Teacher of the Year Program worked out in cooperation with the state departments of Special Education. One teacher is selected from each state, and finally one is selected for the nation.

6. The Council for Exceptional Children is assuming a stronger leadership position in its work in teacher education. It now has a very strong national organization with specific interest in teacher education applied to all areas of education of exceptional children, and it is contributing to

⁴“A Teacher Education Program for Those Who Serve Blind Children and Youth”, American Foundation for the Blind, 1961, p. 24.

the professional knowledge through its journal and its monographs. It should be stated also that the interest of this organization in stimulating legislation at the national level to provide greater financial support to the colleges and universities is translated into action. These effects should increase the number of qualified teachers and other education personnel as well as stimulate more programs of research in the field of education of exceptional children.

7. Perhaps the work of the Defense Education Act and the recent experience with the training of teachers in the area of the mentally handicapped provides classical examples of the potential for good programs when the Federal Government is able to provide greater financial support to colleges and universities qualified to take advantage of this much needed support. There are many more resources which can be tapped by colleges and universities. The present experience and the increased national interest is highly encouraging and desirable. Along with the new sources of help for these very expensive programs surely will come greater skill in utilizing them. Added to the government support should come greater exploration of private funds which can be secured and encouraged for the important scholarships, fellowships, and grants which will improve professional service and research necessary in the administration of education of exceptional children.

8. The work of national education organizations concerned with the education of all children should be mentioned in connection with the developments of teacher education applied to the education of exceptional children. While there are many such organizations working toward improvements and increased standards in teacher education programs, one specifically should be mentioned. The National Commission on Teacher Education and Professional Standards is an organization which had made valuable contributions to the field of education and has included on its committees and in its deliberations representatives from national organizations interested in areas of Special Education. Both the Council for Exceptional Children and the American Foundation for the Blind have had representatives at recent national conferences of the organization. Attention should be called specifically to the three recent publications, all published by the National Association of the United States. The statement from the 1961 publications indicates the purpose and the titles of the three important published proceedings.

The series dealt with problems of teacher education, with emphasis upon means of refining and improving the process. The first dealt with "The Education of Teachers: New Perspectives"; the second with "The Education of Teachers: Curriculum Programs"; and the third, the San Diego Conference focused upon "The Education of Teachers: Certifications."⁵

⁵ "Official Report of San Diego Conference." National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1961, P. vii.

Present and Future Status and Problems:

As this article is written, it seems fair to state that the three institutions providing the most elaborate listing of courses with a major in the area of the visually handicapped where study may be pursued in both summer sessions and on a year-round basis are George Peabody College for Teachers, San Francisco State College, and The University of Minnesota. Examples of cooperative programs which do provide consistent offerings of courses on a year round basis and occasional courses in summer session are Perkins School for the Blind in cooperation with Boston University, Hunter College in cooperation with The New York Institute for the Education of the Blind, along with many others where recent courses have been inaugurated. Among the institutions offering courses meeting specific requirements for various state departments of education, in addition to those listed above, may be mentioned Syracuse University, Los Angeles State College and other institutions in the following states: Pennsylvania, New York, Wisconsin, Illinois, Colorado, and Michigan. It is also gratifying to note that new courses are being developed in institutions in Colorado, Arizona, and New Jersey.

It seems wise, however, to suggest that if the trend toward improvement of standards through enriched laboratories, related resources, research, medical facilities, etc., are to be considered at all of the above mentioned institutions, it will be difficult for all of them to afford the exorbitant costs for the type of preparation considered desirable and sufficient for qualified teachers of the visually handicapped. This thought prompts us to consider regional planning, national communication, and evaluation of both minimum standards, and those which really provide a high quality of professional competency on the part of those who serve as specialists in the education of the blind and partially seeing children and youth.

In concluding this discussion, which of necessity had to be brief in areas that deserve fuller treatment, it might be wise to make some observations which pose problems for those who engage in future planning. If the regional preparation center concept can grow with appropriate support and cooperation among all states covered by a given region, how can we help the colleges interpret their needs for greater sharing of costs, more effective awarding of fellowships and grants with accompanying evaluation as they strengthen their programs? As this cooperation is interpreted at local, State and National levels, this type of planning could result in still greater refinements.

If people in the field of education in general, and special education in particular, must continue to devote much of their time to justification of costs for training of teachers in providing good educational programs for handicapped children, they must have the kinds of programs which produce evidence to substantiate their claims. This writer feels that they must also be able to achieve the important justifications in cooperation with strong programs in education of all teachers for all children, even though this at times takes more than a fair share of time from the service programs and specialized courses offered in the departments of education of exceptional children.

Let us hope, as we critically evaluate our existing programs and struggle with our future problems, that we shall be able to take advantage of all public and private resources and act as good custodians of the

funds which are available to us, provided we qualify for financial assistance. To support the creative work involved in teaching, institutions of higher learning will continue courageously to justify the cost of clerical work, secretarial assistance, and budget for special lectures and part-time supervision. We in the profession are indeed in a position to develop better programs than at any time in the past, if we have the courage to admit that problems exist and that to solve many of them we must engage in more costly procedures than we have faced previously. These procedures, if carefully planned, will represent good economy. If we can interpret increased costs for highly technical research, and at the same time defend and improve the gains we desire in our not too technical fields or service, we should be able to achieve our goal: A higher number of qualified teachers and other educators who serve directly in meeting the educational needs of both blind and partially seeing children.

TEACHER TRAINING WITHIN A RESIDENTIAL SCHOOL PROGRAM*

By WILLIAM T. HEISLER, *Head*

Department of Teacher Training, Perkins School for the Blind

The purpose of this article is to describe the general plan and content of a type of training program for teachers of the blind as organized cooperatively between a residential school for the blind and a university. It is intended to supplement a companion article appearing in this issue which describes the types of programs developed wholly by colleges and universities.

In 1921 Dr. Edward Allen, former Director of Perkins School for the Blind, and Dean Holmes of the Graduate School of Education, Harvard University, organized a course for training teachers of the blind. Initially, it was developed as an extension course but after a short period of time was expanded into a full year's program with graduate status. In 1953 the Perkins program was transferred from Harvard to the Department of Special Education of Boston University. This transfer was accompanied by an expansion of the course offering and an increase of credits. Students who complete the course today receive the PERKINS DIPLOMA plus twelve graduate credits from Boston University. The latter may be applied toward a Master's degree in Special Education at the student's option.

Since its beginning, the course has been conducted on the Perkins campus with students receiving free maintenance as part of a scholarship plan. They are assigned staff living quarters in the twelve pupil-staff cottages of the school and are considered as important members of the various "cottage families". This plan of living in close proximity to the pupils enables the trainees to learn a great deal about blindness and its special problems. At the same time, there is daily opportunity for mingling and consulting with the Perkins staff and the privilege of attending staff meetings.

The Course Plan

The training course is divided into three parts: (1) lectures, (2) Braille instruction and (3) the apprentice program.

I. Lectures are divided into two principal categories: Principles and Problems in the Education of the Blind, and Special Methods in Teaching. Both categories are presented during each of the two semesters of the college year in order to provide the greatest support to the student teaching program. The principal topic areas include:

1. Problems of blindness—Early lectures of the course deal with the important psychological aspects and physical limitations of blindness, with special emphases upon the social problems associated with this handicap. The purpose is to orient student thinking about blindness into realistic and objective channels. The Director of Perkins, the Head of the Psychology and Guidance Department and the Principal, each contribute lectures within this initial period of the course. Students, too, are encouraged to participate through the presentation of problems during certain of the lecture periods.

* Reprinted from *The International Journal on the Education of the Blind*, May 1962.

2. **The Pre-School Blind Child**—A study is made of the developmental needs and problems of the pre-school blind child. The purpose is to provide the trainees with the knowledge that will enable them to understand the needs of the children at the time of school entrance. A valuable supplement to this study area is a lecture presented by one of the pre-school counselors of the State Division of the Blind.

3. **Teaching Methods**—There is a sequential presentation of special methods employed in the teaching of the principal school subjects ranging from kindergarten through the secondary grades. A number of the Perkins staff lecture and present demonstrations of materials and techniques employed in daily teaching. Included also are a number of "on the spot" lectures presented in areas such as the science laboratory, mathematics classroom and Music Department. The aim of such local area lectures is to provide for actual demonstrations of specialized equipment and teaching materials.

4. **The Multiply Handicapped**—Another section of the course is devoted to a study of blind children with additional handicaps, with special attention being given to those children with mental, emotional or speech impairments. Field trips are made to such places as The Center for Blind Children, a diagnostic and treatment center for emotionally disturbed blind children, and to the special unit for mentally retarded blind children at nearby Fernald State School. Resource lecturers, including the Perkins Speech Therapist, the Head of the Center for Blind Children and teachers of retarded classes at Perkins, provide students with a description of daily activity and problems encountered in their respective areas.

5. **Tests and Measurements**—A general study is made of formal tests that have been adapted for the use of the blind: intelligence, achievement, motor skills and personality tests. Trainees witness demonstrations of testing and, in conjunction with their student teaching program, assist in the school-wide administration of the Stanford Achievement Test. All of this is under the direction of the Perkins Psychology and Guidance Department.

6. **Study of the Eye**—An Ophthalmologist presents a series of lectures dealing with the structure and important diseases of the eye. These lectures are given additional meaning through the use of slides, charts and models of the eye and a special demonstration of ophthalmological instruments. The purpose of this portion of the course is to provide trainees with a knowledge of visual limitations and an ability to recognize important eye symptoms.

7. **Educational Programs for Blind Children**—A survey is made of the various types of educational programs available to blind and partially seeing children, including the residential program and the principal types of public school programs. A State Supervisor of programs for blind and partially seeing children lectures to the trainees about the general plan of educational placement of blind children as well as describing the types of public school programs available within the state. An additional supplement to this topic consists of a field trip to a resource room for visually handicapped children in a local public school.

8. **The Adult Blind**—This study provides trainees with an insight into the world that awaits blind children following school attendance. A review is made of the types of organizations providing assistance to blind persons, with particular emphasis being given to the role of re-

habilitation and placement agencies. It is deemed very essential that future teachers learn of the problems and requirements facing blind adults in order best to prepare their pupils for successful living. Resource speakers from local agencies provide a valuable supplement to the class through the relating of daily experiences and answering questions. Field trips and special films give further emphasis to study.

II. Braille Instruction—Braille instruction is offered two hours weekly during the first semester of the training course. A separate examination is required for this subject.

III. The Apprentice Program—The apprentice program commences one week following the beginning of classes at Perkins and continues throughout the school year. The first six weeks of the program consist of classroom observation of pupils at all grade levels, with the purpose being to acquaint trainees with the general procedures in teaching blind children and to provide them with a view of the overall educational program.

This initial observation period is followed by three—nine week periods of student teaching. During this period, the trainees are supervised by the Head of the Perkins Teacher Training Department. In addition, they attend weekly group meetings. These student teaching conferences, as they are called, are held for the purpose of reviewing assigned text materials, for viewing and discussing educational films and for presenting and discussing actual classroom problems.

Each trainee is required to prepare a written report describing the grade in which he is teaching. These reports, which contain analyses of pupil abilities, performance, interests and problems, are based upon case history data and daily observations. In developing the reports, trainees are required to gather case history data from several sources within the school: the Academic Department; the Health Service; the Psychology and Guidance Department; the Social Service Department; and occasionally, the Speech Therapy Department. This assembling of data from various sources emphasizes to the students the many values inherent in the team approach to teaching.

Usually by the middle of the year, the trainees are given assignments tutoring individual pupils. Such assignments vary from the tutoring of academic subjects to providing assistance in Braille or, for certain partially seeing pupils, giving instruction in the proper use of visual aid materials. Progress reports on tutoring are submitted periodically to the Principal's office.

The school has an extensive extracurricular program that provides additional opportunities for trainees to work directly with pupils and staff. Experiences include working with pupils at the various levels of the Boy Scout and Girl Scout programs, assisting in the intra-mural athletic program, the social-recreational program and dramatics. Trainees are also active on the several school-wide trips which are made each year and which include mountain-climbing, hiking, picnics, etc.

Overseas Students

Ever since the early days of its teacher training course, Perkins has provided scholarships to students from foreign countries. To date, it has received students from close to forty countries with a majority com-

ing from lands where training facilities have been inadequate or lacking. This has meant particularly the countries of Africa, the Middle and Far East, South America and the Pacific Islands. Virtually all of the foreign trainees have consisted of individuals with several years teaching experience with blind children in their home countries, while others have held administrative positions in schools or programs for blind children.

The recruitment, screening and sponsoring of our overseas group has been made possible through the excellent cooperation of several international agencies. These have included organizations concerned with work for the blind as well as organizations associated with general education. In the former group may be listed the American Foundation for Overseas Blind, The John Milton Society, The Bible Lands Mission Aid Society, The National Association of the Blind (India), and The Royal Commonwealth Society for the Blind (Great Britain). Organizations not directly affiliated with work for the blind have included The Ford Foundation, Asia Foundation, Institute of International Education and The United Nations.

The school is proud of the records of its overseas students. For, in addition to preparing teachers of blind children, it has also produced a significant number who have, upon completing the Perkins program, returned to important administrative jobs. Within the past decade, no fewer than seven from India alone have returned to become headmasters or principals of schools for the blind in that country. Two other students, one from Japan and the other from Korea, have accepted important teaching positions in special education in universities within their respective countries. A Vietnamese graduate returned to her native land to found a new school, which later received government recognition and support.

Approximately twenty to twenty-five students, including both foreign and American, complete the Perkins-Boston University Teacher Training Course each year. The latter seem to have had the same kind of success as that described for the overseas group. Records show that the graduates have accepted employment in most of the fifty states including positions in residential and public school programs.

Training for Teachers of the Deaf-Blind

An additional program sponsored by Perkins is the one for training teachers of deaf-blind children. This course, which was established in 1956 with the cooperation of Boston University, consists of one year's training at the graduate level. Students reside at Perkins as part of a scholarship program similar to the one described for teachers of the blind. Courses are offered at both Perkins and Boston University. Student teaching which is conducted in the Deaf-Blind Department at Perkins is supplemented by additional observation in classes for the blind at Perkins, at schools for the deaf, in speech and hearing clinics and at schools and classes for other types of exceptional children.

Upon successful completion of the year's program students receive the PERKINS DIPLOMA FOR TEACHERS OF THE DEAF-BLIND, plus credits approximating the number required for a Master's degree. Graduates have filled important positions in programs for deaf-blind children both in this country and overseas.

TEACHER TRAINING IN INDIA*

By BETTY GAUKROGER, *Headmistress*

S.P.G. School for the Blind, Ranchi, Bihar State, India

India has made tremendous strides during the past ten years in overcoming her difficulties, and facing the needs for the over 400 million people within her boundaries. Those who have lived and worked in the Sub-continent for periods longer than this decade continue to be amazed at the progress which is being made, taking into account all of the frustrations and all of the natural and man-made barriers to progress which exist in a country of so many racial, religious and economic groups. Sometimes the frustrations seem almost too strong, and one is apt to feel that progress is snail-like. It is not until a review of a period is undertaken that the pace can be seen to be adequate and satisfactory, considering the human factors involved.

So far as the education and care of her blind people is concerned, India has been making efforts to meet her responsibilities, but she still looks to help from other areas richer in resources to enable her to meet these responsibilities in a more satisfactory manner. Therefore, when Dr. Edward J. Waterhouse of the Perkins School for the Blind in America visited India in January, 1959, and met with a group of Christians working in schools and workshops for the blind, the suggestion was made to set up a program for training teachers of the blind, with help to be given from America. To Indian Christian workers amongst the blind this meant aid, primarily from the John Milton Society.

Although the suggestion was acclaimed in most quarters, and the planning committee worked hard to quickly formulate a plan, the pace of life in the East imposed its limitations, and it was not until June, 1960, that the course finally began. Its location was at the School for the Blind, Palayamkottai, South India. Mr. D. Edward Jonathan, Principal of the Palayamkottai School, and former graduate of the Perkins Course in America, was selected to direct the course. The National Association for the Blind asked the Christian Council's Committee for the Welfare of the Handicapped, the body responsible for the initial planning, to allow the secular society to assume joint sponsorship of the course.

Financial stringencies dictated that the course should be conducted with only one constant member on its staff, namely Mr. Jonathan, assisted by a number of visiting lecturers nominated by the two sponsoring organizations.

One of the big difficulties was, and would continue to be, language. There are about five major languages used in India, apart from English, and it is the Government's plan to eventually supersede English as a common language and substitute Hindi. The process has not met with favor in every part of the country and the former language is still the more widely understood. Therefore, because of its more universal acceptance, English was the language chosen for the course.

Another difficulty, although not insurmountable, was the one of food and living conditions. India is a vast country, and different ethnic and religious groups have totally different diets. Even rice, which is the staple food for almost all of India, is of different types, and is prepared and cooked, and served differently. Climate too, is different. Palayam-

* Reprinted from *The International Journal for the Education of the Blind*, Oct. 1961.

kottai is a sandy area, hot and dry most of the year, and with its monsoon rains at different times than in other parts of India. All of these little differences, seemingly negligible on paper, nevertheless caused some frustrations for some course participants and others. To have lived amongst people who spoke normally a language he did not understand, to have eaten food he did not particularly like, and to have been away from his family for a year, was for the Indian, with his greatly developed family sense, a real burden. Added to this was the fact that all of the trainees had been engaged in heavy and responsible jobs before coming into a training course which stretched them to their fullest extent. Nevertheless, the Course Director and his staff made every effort to contribute to the happiness and success of the trainees.

The curriculum covered the usual courses found within similar programs in our field. On most days there was one lecture, plus two or three periods of supervised teaching. There was regular inspection of homework and lesson preparation, as well as regular tutorial hours. The school in Palayamkottai, the oldest and about the largest in India, was able to provide a broad program of practice teaching, including work in the various handicrafts. Of course, there was opportunity for teaching in both academic as well as in the various crafts. Opportunity was also provided for trainees to receive instruction in new crafts subjects.

One very valuable part of the course was a tour to Madras and Bombay for the purpose of visiting institutions for the blind in those cities. This occupied ten days in September and included additional staff members from the Palayamkottai School who accompanied the trainees and course instructors. The experience gained here was invaluable, in that trainees learned what to look for in a good school for the blind and, even more valuable perhaps for India, they saw how they might improvise special materials and models used in teaching.

This first course included nine trainees, of whom four were blind. In order to insure Government recognition of the course, and subsequent certification, the training program conformed to certain rules laid down by the Director of Public Instruction, Madras.

As for the future, it seems obvious that the next step is smaller courses in the various regional language areas. This would eliminate some of the pinpricks of difficulties outlined earlier and would be more manageable financially (an important consideration in India). Before this new plan can be developed, though, there must be found more people to direct and lecture within such courses.

WHAT PROVISION SHOULD BE MADE FOR TRAINING TEACHERS OF BLIND CHILDREN*

By EDWARD J. WATERHOUSE

Director, Perkins School for the Blind

You, who are the representatives of the countries of Asia, know that it is not possible to give simple answers to this question. Social and economic conditions vary not only between country and country, but within each country itself, so that what might be applicable to one can hardly be suitable for another. Even the attitudes of people who have sight towards those who are blind vary so much, even within a small group, that provisions which may seem of great urgency in one location may have little value in another.

As one who at this time knows so little of Asia, and that little only at second hand through talking with natives of your countries who have come to work and study with us, I realize that I run considerable risk of overlooking many important points which are perhaps unknown to my experience. I trust that in the discussions, which will follow this paper, you will be so kind as to point these out. What I have to say will not, I believe, be found irrelevant. If any of the ideas I express lead to the improvement of education for any blind children anywhere, then this talk will certainly not be in vain, and I will be most grateful for having had the opportunity of addressing you.

The world-wide history of the education of blind children is a story of growth and success. From its beginning, in the 18th century in Paris, the movement has spread slowly and steadily until it now embraces the whole world, though we still have a long way to go before every blind child in every land can obtain an education that satisfies all his needs.

With this expansion have come many improvements in the quality of education offered. Perhaps the best measure of such improvements is the kind of life blind boys and girls are educated to enjoy when they grow up. In the earlier days of our movement, only the very exceptional blind child could hope to live and work outside an institution established for his protection. Such institutions are still an invaluable blessing to innumerable blind men and women; but they no longer represent the sum-total of our educational aims which seek to give blind people, where possible, positions of independence and security in the community of the seeing.

Statistics which indicate the status of blind men and women do not, as a rule, distinguish between those who were blinded in adulthood and those who had no sight during their school days. Consequently I do not think that it is generally realized what a high percentage of this latter group, in widely scattered parts of the globe, are living independent and happy lives in their own homes.

Such success is only possible where its attainment is a major aim of the educational program, and where the prevailing attitude of the public is favorable. Even when these conditions exist there are many blind children who will grow up to live successful lives outside the walls of institutions only if they are given economic and other aid, and there are some who will always need the protection of a sheltered shop and the security of home for the blind.

* Reprinted from the Proceedings of The First Far East Conference on Work for the Blind, Tokyo, Japan, 1955.

A complete educational program should provide for the needs of all groups and teacher-training programs should be organized accordingly.

Before considering what provisions should be made for training teachers it seems necessary to give some thought to the needs of blind girls and boys, which, of course, vary greatly from child to child and from country to country. Unless we know just what these needs are we cannot plan a school program or prepare teachers. While repeating that the needs of no two children are exactly alike, I would like to suggest that there are certain needs common to every one of them regardless of nationality or race. May I suggest that, in an international conference such as this where we are forced to deal in very general terms, it might be wise to concentrate on these common needs to the exclusion of many other more particular ones.

Acceptance as a Person

The greatest need, I think, for any blind child is to be accepted as a person. This is not, I think, recognized as fully as it should be. Those of us who participate in teacher-training programs know that it is harder to train teachers to meet this requirement than it is to prepare instructors who are technically proficient, who have a mastery of Braille, or handwork, or music, or some other skill or knowledge that blind children can use. Success, in as many different forms as possible, every child should have; and this is perhaps more important to handicapped children than for those who have all their physical and mental faculties unimpaired. There are of course many blind boys and girls who find encouragement in the successful mastery of Braille or mathematics or literature; some find it in learning to weave or sew or make pottery. A number find it in music success or as masseurs. These accomplishments are satisfactions which are indeed of great importance.

Greater still are those satisfactions which come from being self-supporting and independent. However humble the task may be which brings these about leads towards a successful life. No prospect should be unexplored which seems to offer promise of an independent life for every blind man or woman.

But even these successes are not, I think, the most important goal for a blind child and a blind adult. The greatest triumph is to know within one's own heart that this aggravating and frustrating handicap that leaves one so enticingly aware of the world but not fully a participant in it—that this handicap has not destroyed even a small part of one's essential being.

Blindness may force many changes upon a child, deprive him of a chosen vocation, modify his interests, separate him from friends, and impose burdens which may seem intolerable, and all this, as so many blind people have shown, can happen without upsetting one's character, so that whatever one possesses of honesty, humility, integrity, intellect, humor, honor and self-esteem, and all the other innumerable traits which constitute humanity remain inviolable and untouched.

Without this self-esteem, blind people can scarcely hope that either their families or their friends will accept them in the proud and un pitying way everybody craves. With it they can learn to disregard the difficult

attitudes of those who do not comprehend the nature of their problems and even to endure, uncomplainingly, their pity.

Yet this self-confident recognition of one's integrity is not easily maintained in the face of blindness. It requires a stout heart even in adulthood. How very important then is the attitude of teachers who will play leading parts in forming the characters of blind children. This is why I list as a blind child's greatest need in his years in school his complete acceptance as a person, and why I place this acceptance at the head of the qualifications which we should seek in the teachers we would train.

Superior Craftsmanship

Perhaps the second greatest need for blind children is to acquire habits of superior workmanship. It has been widely accepted as a standard for the education of a blind child that this should be at least as good as the training he would receive if he possessed normal vision. I do not think this is good enough. I believe that every really successful school for the blind has aimed at standards far superior to those prevailing in their community. In almost everything he does, a blind man must excel if he is to compete on an equal basis with seeing people. I am sure that it is not necessary to labor this point at this conference except to emphasize that there is no place in educational programs for the blind for the teacher who is satisfied with mediocre work. Whether it be spelling, typing, handwork, speech, personal appearance or manners, the blind child is far more vulnerable to criticism than are his seeing fellows; and the only way to avoid having every minor fault or error blamed on his lack of sight is to maintain standards recognizably above the average. Patience is generally accepted as a desirable trait among teachers of blind children; but patience must be paired with persistence in pupil and teacher alike, and acquired taste for superior performance in as many activities as possible should be a major goal.

I am trying here to distinguish between superior performance and superior ability. We know, of course, that blind people as a whole do not have abilities superior to seeing; but since no one, either blind or seeing, operates at his maximum capacity at all times, it is usually possible when the need is recognized and the will is present for a blind man to outperform seeing people with equal or superior ability by demanding more of himself than normal.

Vocational Leadership

One of the most serious handicaps resulting from blindness in the reduction in the variety of available ways of earning a livelihood. Consequently the choice of a vocation is much more difficult for a child without sight. Vocational guidance becomes both more important and more complicated. The teacher of the blind needs an understanding of psychology, a knowledge of tests and measurements, information about available jobs and their requirements, and all these to a far greater degree than is usually required of teachers of seeing children. Indeed in many instances the teachers of unhandicapped children do not have to give much thought to their ultimate employment; but no conscientious teacher of blind children can afford to do this unless specialists in placement and rehabilitation are available to assume these responsibilities. Perhaps in no other phase of his work is the teacher of the blind so

openly challenged. Success or failure is usually definite and obvious. Even if placement is not a part of his recognized responsibilities, the conscientious teachers to some degree the burden of failure with every child who does not make a success of himself after leaving school.

Social Leadership

Unless the blind is to remain in the permanent care of his school, continuous efforts must be made to build up channels of communication and understanding between his community, including, of course, his family. The interpretation of the needs and problems of blind people to others is a responsibility which probably falls on all teachers of the blind occasionally, and on many of them constantly. The teacher is thus required to function in this regard as a professional "social worker" seeking to influence the attitudes and acts of individuals and groups. Here the teacher needs a thorough understanding of his pupil, knowing just how far he must lead and recognizing the moment when he can step aside and let his pupil stand alone among the seeing, challenging them to accept him for the man he is.

Such are the chief problems, it seems to me, that teachers of the blind have to face. Larger schools can afford to divide duties so that teachers become specialists, but many teachers of the blind need to combine most of these responsibilities.

Teacher-Training Programs

How can people be trained to meet these demands?

It is easy to require, as a start, that all teachers of blind children should take such training as is provided for teachers of the seeing. I do not know to what extent this is practical in Asian countries; but even where it can be arranged, there remains the problem of providing for the additional qualifications listed above.

I have tried to stress the importance of attitudes and of a deep understanding of each pupil. It is difficult to see how these can be acquired anywhere but in a school for blind children. The conclusion seems to me to be inevitable that teacher-training centers, whether they serve a small region or a whole country, should be established in the school which offers the greatest variety of programs to its children. The bigger the school, the more varied will be the courses offered; and the richer will be the experiences of the trainees.

Courses given in university classrooms may be rich in wise theory, but they cannot compete with observation and practice teaching in a school. For various reasons it is, of course, important whenever possible that teacher-training programs obtain the sponsorship of reputable universities. This gives the teacher prestige which is vitally needed in his dealings with the community. Clearly it is important that teachers of the blind should enjoy a professional standing. It must be admitted that some of the first teachers of the blind have had a minimum amount of formal training; but this probably does not alter the fact that even the best of teachers would benefit from any training that could be provided them.

The Perkins Program

At Perkins we have been privileged to have many fine men and women come to us from all parts of the world and participate in our

teacher-training program. We recall with great satisfaction that they have come to us from Japan, China, South Korea, Hong Kong, the Philippines, Thailand and India among many lands. Some of these people did not have much previous training; several were blind. Whatever experience they seemed to need, we tried to provide. They have been generous in writing to us on their return home to state that their experience in Perkins has been of great value. Much of what they learned, I am afraid, did not apply to local conditions; however, I cannot recall a single one of these people who has not gone on to be a successful teacher in his home community. We hope that many more people will come to us from Asia. The experiences they bring us are so different from our own that they help to keep us alert to new ideas. This is the only way in which we can hope to remain young as the years go by.

I do not know how valuable it will be but I think that perhaps it might be helpful if I outline here the contents of our teacher-training program. It has now been in operation for over thirty years; first, as many of you know, in association with Harvard University; but at present, as one of the offerings of the Boston University, School of Education. Some of the lectures are intended to explain the special circumstances of our particular plan of living and teaching; but even these embody principles which may, perhaps, be applied under different circumstances. A good deal of stress is given to the history of our work. We believe that a perspective can be acquired in this way which produces attitudes leading to progress. If we realize how much we have changed in the last fifty years, we may glimpse how we may change in the next fifty years we face. And, so here is a summary of the subjects covered in the course of nine months in our teacher-training program.

1. Opportunities and Responsibilities for Teachers of the Blind. (This is one of the lectures which I give to the group and is intended to impress the trainees with the magnitude of the task they face.)
2. Definition and Extent of Blindness in the United States and Overseas.
3. Braille Class.
(Braille classes are given during the opening weeks to all those who have not mastered this system. The classes continue until everyone passes.)
4. Mental Measurement of the Blind.
5. Discussion of the Problems of Intelligence Testing.
6. Problems in the Evaluation of Mental Development.
7. Aptitude Tests for the Blind.
8. Personality Tests for the Blind.
9. European Beginnings in the Education of the Blind.
10. American Beginnings in the Education of the Blind.
11. Historical Review of the Education of Blind Babies.
12. The Work of the Preschool Educator.
13. Short Institutes for Blind Babies.
(Perkins gives a one-week "baby school" annually to which parents and very small children are invited. Some other organizations give one-day sessions of this kind and these are the subjects of the lecture.)
14. Field Trip to the Boston Nursery for Blind Babies.
15. Advantages and Disadvantages of Residential Nurseries.

16. The Lower School Curriculum.
17. The Lower School Assembly Program.
(Twice a week in the Lower School the children at Perkins hold assemblies which almost always include performances by the children themselves. Since these cover a very wide variety of skills, they are a subject of a lecture early in the course.)
18. A Symposium on Kindergarten Teaching.
19. A Series of Lectures on Teaching in the Various Grades of the Lower School, Starting with the First Grade.
20. Learning to Understand Children.
(This is one of the many lectures given on child development and only in part does it refer to the special problems of blind children.)
21. Maintaining Discipline.
(Here again, this is dealt with in terms of children who see as well as in terms of children who do not.)
22. Music in Our Lower School.
23. The Upper School Curriculum.
24. Music in Our Upper School.
25. Experiences of a Blind Teacher and Music.
26. Piano Tuning as a Profession for the Blind.
27. The Industrial Arts Program.
28. The Teaching of Science to Blind Pupils.
29. The Teaching of Geography.
30. The Teaching of Home Economics.
(Including cooking and sewing.)
31. The Teaching of Mathematics and Problems in Testing Mathematical Achievement in Blind Children.
32. The Teaching of English.
33. The Teaching of History.
34. The Teaching of Dramatics.
35. The Teaching of Foreign Languages.
36. The Teaching of Physical Education.
37. Travel and Orientation.
38. Lecture on the Seeing Eye School.
(The chief agency for providing guide dogs for the blind in the United States.)
39. Higher Education of the Blind.
(College level.)
40. History of Reading and Writing by the Blind.
41. Reading and Writing Devices for the Blind.
42. Modern Developments in Reading and Guidance Devices for the Blind.
43. The Importance of Museums and Models for the Blind.
44. Libraries and Printing for the Blind.
45. Speech Correction and the Importance of Good Speech for the Blind.
46. Lectures on the Structure, Functions and Diseases of the Eye.
47. Health Problems of the Blind.
48. The Cottage Family Plan.
(This, of course, is perhaps only of importance to people living in Perkins. For a number of reasons the chief of which is the development of good social habits, the children live in small groups in a variety of cottages.)

49. Advantages and Disadvantages of a Residential School.
50. Problems of Socialization both Inside and Outside the School.
51. A Symposium by Members of Our Staff—who have been educated in schools of all sizes concerning the advantages and disadvantages of schools, big and little.
52. Social Work in a School for the Blind.
(Including a discussion of various case histories.)
53. Lectures on Psychological and Vocational Guidance for Blind Students.
54. Lectures by our Psychiatrist on Emotional Problems in a School for the Blind.
55. The Slow-Learning Blind Child.
56. Sight-Saving Classes.
(Including a field trip to a local school where such classes are held.)
57. History of the Education of the Deaf-Blind.
58. A Demonstration of Methods of Teaching the Deaf-Blind.
59. History of Research on the Blind.
60. Employment of Blind Adults.
61. The Work of the Local State Organization for the Adult Blind.
62. Field Trip to a Local Sheltered Workshop for Blind Men.
63. Voluntary Organizations for the Blind and How To Use Them to the Best Advantage.
64. The War Blind.
65. Administrative Problems and Public Relations.
66. Professional Growth and Personal Advancement for Teachers.
67. The Ideal Teacher of the Blind.
(This is always the last lecture in our course and is given by myself. By this time the students have many ideas of their own on the subject, and the lecture is likely to be a very general discussion.)

Teacher-Training Seminar

The teacher-training course at Perkins is offered each year and extends through the whole school year, from the middle of September to the middle of June. In areas where this is not practical occasional programs of shorter duration might be organized, directed, perhaps, by visiting lecturers. Such lecturers could probably be obtained from the U.S.A. through the State Department's International Educational Exchange Program, or under arrangement with the United Nations.

Blind Teachers of the Blind

I have omitted all reference to the selection of teachers. Each community and each school will have to solve this problem for itself. But the question of whether or not blind teachers are desirable cannot be overlooked.

It seems generally true that there are more blind people than seeing people who are seeking to become teachers of the blind. This is perhaps natural as the teaching profession attracts many blind people. There are few technical difficulties which they cannot overcome, and since there are comparatively few opportunities offered for teaching in schools for the seeing, they seek work in schools for blind children.

Probably no school for the blind can succeed without a number of good blind teachers on the staff. The best of these can provide practical

examples to those of us who see. Perkins has never lacked for superior teachers, both blind and seeing. The selection of blind teachers, however, needs more care than the choice of seeing ones; for if the blind man fails to give good leadership, the results are much more serious than if he were a man with sight. In teaching as in other professions, the blind man or woman must be superior to be a success. However unjust this may seem, it is a situation the blind teacher must accept. Blind leaders of the blind must never lead their followers into the ditch.

It is not true that blindness by itself qualifies anyone to work with the blind, nor does blindness automatically make a person a good teacher.

Conclusion

In concluding there are two points I would like to make. First, may I repeat that I realize the inadequacy of this presentation. I have made no attempts to suggest how any of these things can be brought about in any country, for I know that these are things which you will all have to determine for yourselves.

Second, I would like to refer to the remark I made at the beginning of this talk in which I stated that the history of the education of the blind is a story of great success. It is well to remember that this is not a success because of the teachers, but because of the pupils. If Valentin Haüy had not had some good pupils no one would remember him today. In America the name of our first director, Samuel Gridley Howe, is revered by all of us who would seek to teach the blind. Had it not been that he, particularly in the opening years of his school, had found good pupils, he too would now be forgotten. On the walls of my office in Watertown, hangs a picture of Sophie Carter, the first little girl ever to come to Perkins. She showed Dr. Howe that blind children could be educated. Her picture hangs there as a constant reminder to me and to our staff that the school where we teach is successful only when its pupils succeed. As a school grows and its teaching programs and teacher-training programs develop it is sometimes difficult to remember, constantly, this very simple fact. May I express the deep hope that whatever develops in this great continent to train teachers of blind children, that it is based solidly on the children's needs, and that all other considerations be put aside.

I thank you.

SUMMARY OF FACILITIES FOR TEACHER TRAINING IN VARIOUS COUNTRIES

By WILLIAM T. HEISLER, *Head, Department of Teacher Training*
Perkins School for the Blind

The following information is derived from articles and reports of authors representing different countries. It is recognized that it is by no means complete, and, indeed, in some cases it may not be up-to-date. It is hoped, however, that this information which reveals a broad range in both the quantity and variety of available teacher-training facilities worldwide will prove of value to delegates to the International Conference at Hannover.

AUSTRIA—Special examination offered by the Vienna Pedagogic Institution may be taken by graduates of regular teacher training colleges in that country.

BELGIUM—Provides a diploma from Normal School, plus a diploma for teaching the abnormal.

BRAZIL—Special training may be obtained at the Benjamin Constant Institution for the Blind in Rio de Janeiro, and in S. Paulo by the "Instituto de Educação Caetano de Campos" in cooperation with the "Fundação para o Livro do Cego no Brasil."

BULGARIA—Special courses are available in schools for the handicapped including the blind, the deaf, mentally retarded, etc.

CANADA—In Ontario, there is an In-Service program of teacher training consisting of two winter term lecture sessions, plus practice teaching and the preparation of a thesis. Students receive a certificate as a teacher of the blind.

CEYLON—It was reported in 1957 that the Department of Examinations in Ceylon was studying the possibility of developing a School-Teachers' Examination similar to the one conducted by the College of Teachers of the Blind in London. Current training at that time consisted of the In-Service type under the guidance of school principals.

CHILE—There is a center of special training for teachers of the blind at the University of Chile developed with the cooperation of the American Foundation for Overseas Blind.

EGYPT—Training consists of a two-year course at Koubba Teacher Training College for Girls. Teachers of schools for the blind who receive this training are entitled to twenty-four pounds per year extra allowance beyond the salaries in public schools.

EIRE—Fully qualified teachers of the National Board of Education take the examination for the School Teachers' Diploma of the College of Teachers of the Blind, London.

FINLAND—Basic requirement for preparation includes the taking of a one-year course in a school for the blind with an examination given at the end of the year in theoretical knowledge and practical teaching.

FRANCE—In France, courses for private school teachers are given at the National Institute for the Blind and for public school teachers at the Departmental Institute of the Blind (Ecole Braille).

GERMANY—See article by Kremer and Winter in this report.

GREAT BRITAIN—See articles by Williams and Getliff in this report.

HUNGARY—Teachers receive a four-year course at the Budapest School (State Institution for the Education of the Blind). This training is uniform for teachers of the blind, the deaf and mental defectives.

INDIA—See article by Gaukroger in this report.

ITALY—A one-year course is offered at the State School of Method (Augusto Romagnoli).

JAPAN—Two-year courses for training teachers of the blind are offered at Hiroshima University and Tohoku University and a one-year course at Tokyo University of Education.

MEXICO—Training for teachers of the blind is provided at the Normal School of Especialization.

NORWAY—A two-year course in special education provides training for teachers of the blind (located in Oslo).

SCOTLAND—Teachers are encouraged to earn the School Teachers' Diploma issued by the College of Teachers of the Blind, London.

SPAIN—A short course is given in Madrid College which requires mastery of the Braille system and practice teaching.

SWEDEN—Holders of general teaching diplomas are eligible to take a one-year course of special training in both the theoretical and practical work at the Institute for the Blind at Tomtebodav.

UNITED STATES—See articles by Kenmore, Abel and Heisler in this report.

UNION OF SOVIET SOCIALIST REPUBLICS—Training for teachers of the blind is provided in the Department of Education of Handicapped Children at the Teachers' College.

YUGOSLAVIA—Graduates of Middle-Teachers Schools are eligible for two years of study at the Defectological Section of the Higher Pedagogical School in Belgrade, or may be graduated from the faculty of Philosophy, with specialization in Defectology.



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